

Education Finance Focus Group

In response to key question:

How can resources be linked to performance goals and student outcomes?

Idea # 3 - Based upon the requirements of the state standards and federal No Child Left Behind act, conduct a comparative study of Hawaii laws, BOE policies, and funding levels to assess alignment of resources with state standards and NCLB.

Why this is important?

The Hawaii State Constitution provides policy-making authority to the elected Board of Education. However, the Legislature and the Governor have controlling authorities over how resources are appropriated and subsequently allocated to the Department and then to the schools. Since authorities are fragmented amongst three entities, it is unlikely that resources will be aligned with agreed upon state goals. With the passage of federal No Child Left Behind, the Hawaii State Content and Performance Standards becomes Hawaii's agreed upon measures of student achievement. Thus, both existing and additional resources need to be aligned to support student achievement of the standards, and other initiatives need to be integrated or repealed to prevent resources from being fragmented.

How will it impact student achievement?

This study will allow the Board of Education and the Department to identify where resources are allocated that can be re-directed into supporting the standards, or where funding levels are insufficient and thus would be priority requests to the Governor and to the Legislature. It would also require the Governor and the Legislature to critically review requests for alignment with the standards and support those requests that are mandates of both federal and state law.

Action Needed to Implement

Update the Statutory Review Initiative from Hawaii Business Roundtable's Collaborative Action for Public Education. Compare statutes with BOE policies for consistency and support of the Hawaii Content and Performance Standards. Review state budget requests, appropriation acts, and DOE allocations for two to three biennium budgets to ascertain funding levels for implementation and assessment of the Standards.

ROLES & RESPONSIBILITIES FOCUS GROUP

Q1. What authorities should the Board of Education, the Superintendent of Education, principals, teachers, parents, and students have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Q2. What resources should the Board of Education, the Superintendent of Education, principals, teachers, parents, and students have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Facilitators:

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House Majority Staff Office

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Roles & Responsibilities
Authorities Question
Unifying Ideas

- A. Empower middle school and high school students to take responsibility and be held accountable for their education. Empower the parents of elementary school students to take responsibility and be held accountable for their children's education.
- B. Raise the level of professionalism in education by rewarding competent employees, especially those individuals in hard to fill positions; providing assistance and counseling to marginal employees who are willing and able to improve; and dismissing employees who are unwilling or unable to improve.
- C. Redefine the institutional and governmental roles and responsibilities of the Board of Education and the Superintendent of Education.
- D. Reduce disruptions and disorderly conduct in schools and classrooms in order to allow teachers to teach and students to learn.

"LARGE-EFFECT" AUTHORITIES BY GROUP

Board	Superintendent	Principal	Teacher	Parents	Student
To align the State's budgeting/ allocation/expenditure system with the BOE's vision for students.	To remove ineffective or incompetent administrators/ teachers without having to promote/transfer them to other positions.	To expeditiously remove/sanction ineffective, incompetent, and unstable teachers/staff.	To deal expeditiously but fairly with students who misbehave and disrupt the learning environment.	To use family leave to meet with the school and their children's teachers.	To take responsibility and be held accountable for the student's education.
To hold the Superintendent accountable for the interpretation/implementation of BOE policies.	To systematically prevent ineffective individuals from being placed in principal/teacher positions.	To delegate the responsibility for coordinating the operation of the school's physical plant to a "plant manager" in order to give the principal more time to focus on instructional issues.	To hold parents accountable for their children's attendance/tardiness.	To obtain training from, and access the resources of, their children's schools.	To insist on competent, effective teachers.
To provide incentives for hard to fill positions and retaining teachers/administrators.	To provide incentives for hard to fill positions and retaining teachers/administrators.	To institute a system (provided by the state [office]) that can immediately assist any teacher who needs help in becoming an excellent instructor.	To participate in professional improvement and be properly compensated without having to take instructional time away from students.	To participate in the evaluation of their children's teachers/ principals.	To insist on a safe and nurturing school environment.
	To secure the BOE's commitment to the Superintendent's program/plan, including a commitment to give the program/plan sufficient time to succeed or fail.				To insist on classrooms that are equipped for learning.
					To insist on hygienic restroom facilities and sufficient time to use the restroom.
					To insist on a classroom environment that is physically comfortable (cool/quiet/odorless) and conducive to learning.

EMPOWERING STUDENTS AND PARENTS

- I. Empower middle school and high school students to take responsibility and be held accountable for their education. Empower the parents of elementary school students to take responsibility and be held accountable for their children's education.
- II. Authorize middle school and high school students and the parents of elementary school students to:
 - A. Insist on competent, effective teachers.
 - B. Insist on a safe and nurturing school environment.
 - C. Insist on classrooms that are equipped for learning.
 - D. Insist on hygienic restroom facilities and sufficient time to use the restroom.
 - E. Insist on a classroom environment that is physically comfortable (cool/quiet/odorless) and conducive to learning.

Authorize parents to:

- A. Use family leave to meet with the school and their children's teachers.
 - B. Obtain training from, and access the resources of, their children's schools.
 - C. Participate in the evaluation of their children's teachers/principals.
- III. The *No Child Left Behind Act of 2001* requires all students to meet or exceed a proficient level of academic achievement. Schools will be demanding a lot from students and parents. In return, students and parents should be able to insist that schools provide them with supports to meet the requirements of the *Act*.

Middle school and high school students are deemed mature enough by the Family Court to take responsibility and be held accountable for their education. Consequently, failure to attend school at this age is generally considered "truancy" on the part of the student.

Elementary school students are not deemed mature enough by the Family Court to take responsibility and be held accountable for their education. Consequently, failure to attend school at this age is generally considered "educational neglect" on the part of the student's parents.

- IV. Develop a student body educational "Bill of Rights", and an administrative hearing procedure for investigating and resolving alleged violations of these rights in an expedient, yet meaningful, way. These so-called "rights" are intended to be exercised collectively by the student body rather than individually by each student.

RAISING THE LEVEL OF PROFESSIONALISM

- I. Raise the level of professionalism in education by rewarding competent employees, especially those individuals in hard to fill positions; providing assistance and counseling to marginal employees who are willing and able to improve; and dismissing employees who are unwilling or unable to improve.
- II. Authorize teachers to participate in professional improvement and be properly compensated without having to take instructional time away from students.

Authorize principals to:

- A. Expeditiously remove/sanction ineffective, incompetent, and unstable teachers/staff.
- B. Delegate the responsibility for coordinating the operation of the school's physical plant to a "plant manager" in order to give the principal more time to focus on instructional issues.
- C. Institute a system (provided by the state [office]) that can immediately assist any teacher who needs help in becoming an excellent instructor.

Authorize the Superintendent of Education to:

- A. Remove ineffective or incompetent administrators/teachers without having to promote/transfer them to other positions.
- B. Systematically prevent ineffective individuals from being placed in principal/teacher positions.
- C. Provide incentives for hard to fill positions and retaining teachers/administrators.

Authorize the Board of Education to provide incentives for hard to fill positions and retaining teachers/administrators.

- III. Any individual who holds oneself out as a "teacher" should be able to teach students competently. Similarly, any individual who holds oneself out as a "principal" should be able to administer a school competently. Individuals who cannot teach or administer competently should be given the chance to improve themselves or dismissed from their respective professions, or both.

The principal is the chief "learning officer" of a school, not its physical "plant manager". Requiring principals to perform work outside their field of certification (*e.g.*, as physical plant managers) is analogous to "teaching out of field" and hiring an unlicensed contractor.

- IV. Amend the collective bargaining agreements with teachers and educational officers to expeditiously reward competent employees; provide assistance and counseling to marginal employees who are willing and able to improve; and dismiss employees who are unwilling or unable to improve.

REDEFINING ROLES AND RESPONSIBILITIES

- I. Redefine the institutional and governmental roles and responsibilities of the Board of Education and the Superintendent of Education.
- II. Authorize the Superintendent of Education to secure the Board of Education's commitment to the Superintendent's program/plan, including a commitment to give the program/plan sufficient time to succeed or fail.

Authorize the Board of Education to:

- A. Align the State's budgeting/allocation/expenditure system with the Board's vision for students.
 - B. Hold the Superintendent of Education accountable for the interpretation/implementation of the Board's policies.
- III. The State's budgeting/allocation/expenditure system should support—rather than determine—the program structure of the Department of Education. Likewise, the Department's program structure should support—rather than determine—the way that educational programs and services are delivered in the schools. Allowing the State's budgeting/allocation/expenditure system to determine the way that educational programs and services are delivered is analogous to "the tail wagging the dog".

As the chief executive officer of the public school system, the Superintendent of Education is responsible for ensuring that Board of Education policies are interpreted accurately and consistently in all schools, and are implemented in a timely and efficient manner by all principals.

The *No Child Left Behind Act of 2001* requires all students to meet or exceed a proficient level of academic achievement. The Board of Education will be demanding a lot from the Superintendent of Education. In return, the Superintendent should be able to demand that the Board support the Superintendent's programs and plans for meeting the requirements of the *Act*. The Superintendent should have sole authority to determine whether the Superintendent's programs and plans should be continued or discontinued.

- IV. Amend chapter 37, *Hawaii Revised Statutes*, to align the State's budgeting/allocation/expenditure system with the way that educational programs and services are delivered in the schools.

Amend chapter 302A, *Hawaii Revised Statutes*, to give the Superintendent of Education sole authority to determine whether the Superintendent's programs and plans should be continued or discontinued. This is not intended to discourage or otherwise prevent the Board of Education and the Legislature from monitoring and evaluating these programs and plans periodically.

REDUCING DISRUPTIONS AND DISORDERLY CONDUCT

- I. Reduce disruptions and disorderly conduct in schools and classrooms in order to allow teachers to teach and students to learn.
- II. Authorize teachers to:
 - A. Deal expeditiously but fairly with students who misbehave and disrupt the learning environment.
 - B. Hold parents accountable for their children's attendance/tardiness.
- III. Teachers cannot teach and students cannot learn if misbehaving or late-arriving students, or both, regularly disrupt classrooms; and if students do not attend classes regularly and on-time.

Parents are ultimately responsible for ensuring that their children attend classes regularly and on-time; and for their children's behavior (or misbehavior) in and out of school and the classroom.

- IV. Amend chapter 8-19, Hawaii Administrative Rules (Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism and Negligence; Department of Education) to deal expeditiously and decisively, but fairly, with disruptive and disorderly students. If a student's behavior in the regular classroom, even with the provision of appropriate behavioral supports, strategies or interventions, would significantly impair the learning of others, that placement would not meet the student's needs and would not be appropriate for that student under the *Individuals with Disabilities Education Act* (64 FR 12480, March 12, 1999).

Amend chapter 571, *Hawaii Revised Statutes* (concerning truancy) and chapter 587 *Hawaii Revised Statutes* (concerning educational neglect) to clarify that parents are responsible for their children's education regardless of their children's ages (*i.e.*, eleven years and under for educational neglect versus twelve years and over for truancy). Make parents responsible for ensuring that their children attend classes regularly and on-time; and for their children's behavior (or misbehavior) in and out of school and the classroom.

Dealing "fairly" with students should not be limited only to legal issues (*e.g.*, due process and equal protection). Placement in off-campus educational settings (*e.g.*, alternative learning centers), enrollment in student support programs (*e.g.*, comprehensive school alienation program and primary school adjustment project), and provision of parental support programs (*e.g.*, parenting classes and family counseling) should also be explored.

Roles and Responsibilities: Resources Question Unifying Ideas

- A. Create incentives for teachers, principals, and administrators to perform well. Reward excellent performance across the board, through incentives designed to motivate improvement by individuals, schools, complexes, and the entire system. Create system of allocating school resources that does not just target poorly performing schools, but which rewards improving schools.
- B. Improve the performance and professional knowledge of Hawaii's public school teachers and administrators by supporting professional development and enabling educators and school officials to effectively update their skills. Provide skilled support staff to further enhance the performance of educators and allow them to concentrate on instruction. Enhance current efforts to ensure that only licensed, qualified individuals are in all classrooms statewide.
- C. Improve technology that is used to gather student and system data. Encourage and enable the involvement of parents in their children's education and their children's schools. Enhance student learning by providing the basic environment and tools necessary to succeed**

RESOURCES FOR PERFORMANCE; PROVIDING INCENTIVES

- I. Create incentives for teachers, principals, and administrators to perform well. Reward excellent performance across the board, through incentives designed to motivate improvement by individuals, schools, complexes, and the entire system. Create system of allocating school resources that does not just target poorly performing schools, but which rewards improving schools.
- II. Encourage improved performance by:
 - A. Providing performance incentives to all teachers at improving schools as a whole.
 - B. Providing performance incentives to principals at improving schools
 - C. Providing performance incentives to administrators for improving complexes
 - D. Providing incentives to Superintendent for improved system performance
 - D. Providing incentives that draw experienced teachers to hard-to-fill positions

Improve allocation of resources by rewarding improving performance, not just targeting funding to poorly performing schools

- III. Teachers, principals, complex administrators, and the superintendent are asked to improve our ailing schools, but unlike almost any business, there are no incentives built into the system for them to improve their performance. *No Child Left Behind* demands significant performance achievements from those who run Hawaii's schools, but there is nothing to motivate these achievements.

Schools in remote areas or which are faced with other factors that make them less popular destinations for teachers and administrators are often difficult to improve, because the least experienced personnel are often sent there. There need to be rewards for taking on these challenging hard-to-fill positions to draw individuals with more experience to these jobs.

The allocation of resources to schools is generally based solely on need. Because of this, schools that perform poorly are often the ones that receive the highest priority for receiving additional supplies, infrastructure, and funding. While schools in need should receive assistance, there should also be a system in place to reward improvement by schools—even those which already generally perform at a high level.

- IV. Incentives need to be designed to be equitable and non-divisive. All teachers at an improving school should be compensated for their school's improved performance to ensure that they do not become competitive or proprietary among their peers. Incentives also need to be designed that are non-monetary in nature and which can be provided at a minimum cost, yet are still meaningful.

IMPROVING TEACHER AND ADMINISTRATOR QUALITY

- I. Improve the performance and professional knowledge of Hawaii's public school teachers and administrators by supporting professional development and enabling educators and school officials to effectively update their skills. Provide skilled support staff to further enhance the performance of educators and allow them to concentrate on instruction. Enhance current efforts to ensure that only licensed, qualified individuals are in all classrooms statewide.
- II. Ensure that schools are staffed with qualified, licensed personnel by:
 - A. Providing funding for adequate numbers of high-quality school-level administrators.
 - B. Providing access to and funding for professional development for teachers, including staff coverage while training is taking place
 - C. Providing reimbursements for teachers seeking advanced degrees, provided that reimbursements are awarded only if service requirements are fulfilled
 - D. Providing training to teachers allowing them to identify and assist potential "special needs" students before they fall behind.
 - E. Establish alternative certification program allowing for instructors without teaching degrees to serve in public schools on a non-tenured basis, with compensation and continued employment based solely on performance.
 - F. Providing principals with funding and enhanced autonomy to hire teachers/staff
 - G. Providing adequate levels of support staff to enable teachers, principals, and other personnel to concentrate on issues of instruction and curriculum development

- III. Currently, shortages of teachers and school administrators keep the Department of Education from being able to concentrate on placing the highest-quality personnel in the schools, who are licensed, qualified, and who consistently seek to improve their skills. Providing resources for professional development and enabling creative solutions such as alternative certification programs can help alleviate shortages and upgrade staff expertise.

While some professional development is available, as mandated by accountability requirements, teachers and administrators are not given the true resources to improve their skills, including the time to do so.

Providing more and better qualified support staff will also enable teacher and administrators to be less burdened by paperwork and logistics and use their skills to concentrate on instruction.

- IV. While it is nearly inevitable that most of these measures will require significant monetary investment, it is at least as critical that attitudes that currently restrict teacher and administrator development be left behind. Status quo thinking must be replaced with creativity, the desire for self-improvement, and most importantly, the attitude from educational leadership that while improvement is expected, every support will be provided to ensure that teachers, principals, and others are guided carefully through this process.

ENHANCING TECHNOLOGY AND PARENTAL INVOLVEMENT; IMPROVING THE LEARNING ENVIRONMENT

- I. Improve technology that is used to gather student and system data. Encourage and enable the involvement of parents in their children's education and their children's schools. Enhance student learning by providing the basic environment and tools necessary to succeed.
- II. Support educational stakeholders by:
 - A. Upgrading technology systems so that information may be gathered, input, shared, and accessed more readily
 - B. Creating an attractive, comfortable, and safe learning environment for teachers and students
 - C. Requiring employers to give parents time to attend parent-teacher conferences and/or volunteer at schools
 - D. Providing all basic supplies for students

- III. Enhanced technology will assist all members of the public education system from teachers to the BOE. Student and performance information should be instantly available as necessary to make critical decisions regarding students, or strategic decisions relating to schools, complexes, or the entire system.

A proper learning environment enables students to concentrate on learning and teachers to concentrate on teaching. Unattractive or uncomfortable classrooms make learning nearly impossible.

Parent involvement is critical to student success, as well as the success of a school in general. Parents cannot remain informed of the performance and needs of their children without regular communication with teachers. Not allowing parents to attend teacher conferences can be a severe detriment to student performance.

Students, especially those from low-income families cannot be expected to learn if there are not adequate supplies available to them. Students who are forced to share books cannot be expected to perform even the most basic homework.

- IV. Technology upgrades, classroom improvements, and school supplies, in most cases, will simply require more funding. However, enacting measures that enable community involvement in the schools can allow communities to facilitate school improvement or provide school supplies at a much cheaper rate than through normal channels. Reducing red tape that restricts parental, business, and community involvement can help to fill some of the resource gaps for schools. In addition, a law could be passed requiring employers to provide paid or unpaid leave to parents who need to attend a teacher conference or who wish to volunteer at a public school.

**EFFECT AND URGENCY:
RATING THE RESOURCES THAT THE BOARD OF EDUCATION,
THE SUPERINTENDENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS,
AND STUDENTS SHOULD HAVE IN ORDER TO ENSURE THAT ALL STUDENTS
MEET OR EXCEED A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT**

Instructions:

First, rate each resource according to the size of the "effect" you think it will have on academic achievement (*i.e.*, small to none, medium, or large).

Second, rate each resource according to how "urgently" you think it is needed by educational decisionmakers and leaders (*i.e.*, within the next 6 years, next 3 years, or next (1) year).

If you do not wish to share your opinion with us or do not feel sufficiently informed about a specific matter to form an opinion, please leave the space provided for rating an authority blank.

This survey was completed by (name): _____
Daytime telephone number _____
or e-mail address, or both: _____

Mail, fax, or e-mail by
Tuesday, September 3, 2002, to:

Aaron Dunn, Analyst
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Q. What resources should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? (Check only one)	How urgent is it for the Board of Education to have this resource? (Check only one)		
		Small to none	Medium	Large
Resource				
1. Flexibility in contract negotiations and employment to ensure DOE has highly competent, solutions-oriented managers				
2. Need resources to provide incentives for hard-to fill positions and to retain teachers and administrators				
3. Tax revenues generated through BOE-controlled tax				
4. Watchdog group to monitor BOE and educational system				
5. Parents: BOE needs to consider parents resources at the disposal of schools and find ways to get parents involved as equal partners in educational system.				
6. Quality staff and administrators				
7. Professional staff support from outside system, including legal services.				
8. Computer system and data store to allow BOE to track scores and identify when improvement has occurred and problem areas.				
9. Qualified, certificated, licensed teachers in all classrooms systemwide				
10. Adequate support personnel (especially therapists, psychologists etc.) to enable teachers to concentrate on teaching.				
11. Ombudsman-type position at BOE level.				

Q. What resources should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Resource	How big an effect will this resource have on academic achievement? <i>(Check only one)</i>			How urgent is it for the Superintendent of Education to have this resource? <i>(Check only one)</i>		
	Small to none	Medium	Large	Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Funding for training and retention of adequate numbers of school-level administrators						
2. Funding to upgrade/improvement of technology systems to allow integration of financial, personnel, performance, and outcome information, esp. to comply w. NCLB						
3. Adequate and on-call legal counsel						
4. Leadership team to help analyze data and suggest strategies and methods						
5. Qualified administrators at all levels						
6. Flexibility in contract negotiations and employment to ensure DOE has highly competent, solutions-oriented managers						
7. Need resources to provide incentives for hard-to fill positions and to retain teachers and administrators						
8. Funding for performance incentives for administrators.						

Q. What resources should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Resource	How big an effect will this resource have on academic achievement? (Check only one)			How urgent is it for a principal to have this resource? (Check only one)		
	Small to none	Medium	Large	Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Resources to reward effective teachers						
2. Adequate resources (personnel and funding) distributed through a more equitable and integrated system that motivates school improvement rather than providing resources only based on need; coordination in position allocation						
3. Support personnel to maintain order and create a safe school environment						
4. Alternative programs or schools available to students who would benefit from nontraditional programs at school						
5. Ability to partner effectively with public and private entities such as DOH, UH, businesses and community groups						
6. Access to and funding for professional development for themselves and their teachers including staff coverage while training is taking place						
7. Funding for technology improvement						
8. Qualified staff in offices and classrooms						
9. Greater control over funding to target funds where they are needed for each school						
10. Full authority to choose personnel						
11. Need non-teaching support staff to reduce administrative load and allow more attention on instructional work						
12. On-call legal assistance						
13. More support to hold ground w. teachers on contractual issues and on dealing w. difficult parents or community members etc.						
14. Adequate resources to target reading, writing, and math achievement						

Q. What resources should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Resource	How big an effect will this resource have on academic achievement? (Check only one)			How urgent is it for a teacher to have this resource? (Check only one)		
	Small to none	Medium	Large	Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Personnel (including instructional and non-instructional support) and funding allowing teachers to concentrate on teaching						
2. Involvement of parents in children's education; teachers need (systemic?) help to get parents involved; incentives for parents including tax write-offs, donations in-kind						
3. Resources to perform more extensive student assessment to guide teachers						
4. Authority/resources to solicit community members and organizations to augment classroom needs or provide supplies etc. if not being provided adequately						
5. Reasonable work load, including reduction of # of classes and student counts for secondary educators						
6. Attractive work environment: painting , repairs etc.						
7. One-on-one tutors to support teachers efforts with students who need extra help in achieving standards						
8. Basic supplies (paper, pencils, folders, scissors)						
9. Funding to provide reimbursements for teachers seeking advanced degrees—service agreement required for reimbursements						
10. Support structure (school plan) that allows for effective collaborative planning time that is spent on instructional/curriculum issues rather than logistical issues						
11. Training and strategies for teachers to flag out "special needs" kids early before they have special needs; allows for early assessment and intervention						
12. Alternative certification programs—allow individuals without teaching degrees to teach in non-tenured positions based entirely on performance						

Q. What resources should parents have in order to ensure that all students meet or exceed a proficient level of academic achievement?

Resource	How big an effect will this resource have on academic achievement? (Check only one)			How urgent is it for parents to have this resource? (Check only one)		
	Small to none	Medium	Large	Should have it within the next 6 years	Should have it within the next 3 years	Should have it within the next (1) year
1. Training and access to resources in schools for parents and students including technology centers available during non-school hours						
2. Input into teacher and administrator evaluations						
3. Referral system to community resources for family counseling, drug rehab., etc.						
4. High quality teachers						
5. Time provided by employers for parents to attend parent-teacher conferences at least annually, attend training to facilitate student success, and volunteer at schools						
6. Regular communication with teachers						
7. Publicly funded tutorial services						
8. Parenting training for parents (such as program that required parents to attend classes to get their kids into free preschool); also coordinated w. welfare program as incentive.						

Q. What resources should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement?

	How big an effect will this resource have on academic achievement? (Check only one)	How urgent is it for a student to have this resource? (Check only one)		
		Small to none	Medium	Large
Resource				
1. Fully qualified teachers and staff in schools				
2. Proper counseling to help students maintain performance including academic counseling, college/career counseling and general counseling including peer counseling and teacher counseling to deal w. everyday problems				
3. Safe school environment				
4. Maslow's hierarchy of needs: Basic resources (food etc.) at home need to be provided if students are to be successful in school				
5. Adequate/organized progression of curriculum; vertical coordination among teachers in different grade levels				
6. Curriculum should facilitate multiple learning styles, including recognition of multiple intelligences theory—some students do not perform well under standard "sit down and learn" circumstances				
7. Adequate time to digest information/play/use up excess energy/use restroom/drink water				
8. School day and school year designed to facilitate learning, not accommodate union demands				
9. Specialists who can assist students whose needs fall outside of teacher's expertise				
10. Technology to support hands-on learning, especially in high-poverty/title I areas where students likely do not have access to computers/technology at home				
11. Basic supplies (paper, pencils, folders, scissors)				
12. Universal preschool				
13. Smaller schools; school units; classes				
14. Adult advocacy program				

**EFFECT AND URGENCY:
RATING THE AUTHORITIES THAT THE BOARD OF EDUCATION,
THE SUPERINTENDENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS,
AND STUDENTS SHOULD HAVE IN ORDER TO ENSURE THAT ALL STUDENTS
MEET OR EXCEED A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT**

Instructions:

First, rate each authority according to the size of the "effect" you think it will have on academic achievement (*i.e.*, small to none, medium, or large).

Second, rate each authority according to how "urgently" you think it is needed by educational decisionmakers and leaders (*i.e.*, within the next 6 years, next 3 years, or next (1) year).

If you do not wish to share your opinion with us or do not feel sufficiently informed about a specific matter to form an opinion, please leave the space provided for rating an authority blank.

This survey was completed by (name): _____
Daytime telephone number _____
or e-mail address, or both: _____

Mail, fax, or e-mail by
Wednesday, August 28, 2002, to:

Keith Fukumoto, Researcher
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Q. What authorities should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for the Board of Education to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To levy a state tax for education without a cap on the amount/percentage of the tax.				Should have it within the next 6 years
2. To conduct internal audits of the [DOE's] systems, finances, personnel functions, systems management, and operations.				Should have it within the next 3 years
3. To establish policies, manage/monitor the financial and personnel systems, hire a superintendent, approve state/district educational officers, and take corrective actions for a single, statewide system of public schools.				Should have it within the next 1 year
4. To align the State's budgeting/allocation/expenditure system with the BOE's vision for students.				
5. To direct negotiations with labor unions/employees without interference from the Governor's office.				
6. To hold the Superintendent accountable for the interpretation/implementation of BOE policies.				
7. To fill DOE positions with appropriate administrative, technical, and professional personnel rather than relying on our scarce supply of principals/teachers.				
8. To provide incentives for hard to fill positions and retaining teachers/administrators.				
9. To allow non-teachers and other professionals to teach in classrooms in a limited capacity.				
10. To demand that BOE/DOE personnel and legislators send their own children to public school.				
11. To solely determine the internal structure, management, and operation of the DOE like the Board of Regents does for the University of Hawaii.				
12. To seek donations and fundraise for the DOE.				
13. To only formulate generic educational policy (the BOE should not be "running" the DOE or interfering with schools' instructional strategies).				
14. To only provide advice to the Superintendent (the BOE should be an advisory body).				
15. To determine whether the Board should be comprised of salaried, full-time members or per diem, part-time members.				
16. To reward/recognize effective school teachers/administrators.				

Q. What authorities should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for the Superintendent of Education to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To restructure the DOE's use of personnel/program resources in order to align the resources with educational priorities.				
2. To remove ineffective or incompetent administrators/teachers without having to promote/transfer them to other positions.				
3. To systematically prevent ineffective individuals from being placed in principal/teacher positions.				
4. To secure the BOE's commitment to the Superintendent's program/plan, including a commitment to give the program/plan sufficient time to succeed or fail.				
5. To remove/reassign school, district, and state-level educational officers and other leadership personnel in order to improve educational output and student performance.				
6. To appoint principals/vice-principals as needed and without delay.				
7. To provide incentives for hard to fill positions and retaining teachers/administrators.				
8. To sanction personnel who refuse to carry out the Superintendent's educational policies/plans/priorities.				
9. To monetarily reward teams of teachers or schools that meet the curricular goals of the district (complex area).				
10. To adopt educational policies without interference from the BOE.				
11. To delegate the responsibility for school repair/maintenance and other non-instructional matters to someone else.				
12. To expeditiously enter into contracts and expend funds in order to resolve critical health and safety issues.				
13. To set the financial compensation for the Superintendent's leadership team.				

Q. What authorities should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for a principal to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To expeditiously remove/sanction ineffective, incompetent, and unstable teachers/staff.				Should have it within the next 6 years
2. To delegate the responsibility for coordinating the operation of the school's physical plant to a "plant manager" in order to give the principal more time to focus on instructional issues.				Should have it within the next 3 years
3. To reward effective teachers with higher salaries.				Should have it within the next (1) year
4. To institute a system (provided by the state [office]) that can immediately assist any teacher who needs help in becoming an excellent instructor.				
5. To solely pick and choose their school's personnel.				
6. To manage their school's allocated resources in order to place funding where it is most needed.				
7. To procure/obtain staff assistance to perform non-instructional duties and free up more time for the principal to address student needs.				
8. To make the final decision concerning a school's policies, vision, mission, etc.				
9. To make decisions concerning the maintenance of a school's facilities in order to create a better learning environment.				
10. To hold parents accountable for their children's misbehavior/misdeeds.				
11. To delegate the responsibility for conducting IDEA/504 meetings and attending to administrative/non-instructional matters to someone else.				
12. To hire qualified administrative, technical, and professional personnel to conduct IDEA/504 meetings and attend to administrative/non-instructional matters.				
13. To ensure, through collective bargaining, that management rights/responsibilities can be carried out for student achievement.				
14. To require in-service training for all teachers in critical areas.				

Q. What authorities should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for a teacher to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To participate in the evaluation/critique of their principal/vice-principals, and require the principal/vice-principals to respond to their teachers' concerns.				
2. To refer disruptive students to alternative programs or get these students the help they need.				
3. To create a personal professional development plan that reflects professional growth needs and goals, and that supports system-wide capacity building for standards based learning and the expectation for shared learning.				
4. To deal expeditiously but fairly with students who misbehave and disrupt the learning environment.				
5. To participate in professional improvement and be properly compensated without having to take instructional time away from students.				
6. To control their lesson plans and activities for purposes of accountability.				
7. To hold parents accountable for providing their children with a place to do their homework.				
8. To hold parents accountable for their children's attendance/tardiness.				
9. To eliminate extraneous/non-instructional paperwork.				
10. To <u>override</u> a decision by the principal if a supermajority (e.g., 80 percent) of the teachers think that the principal's decision is incorrect.				
11. To <u>mediate</u> a decision by the principal if a supermajority (e.g., 80 percent) of the teachers think that the principal's decision is incorrect.				

Q. What authorities should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for parents to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To obtain training from, and access the resources of, their children's schools.				
2. To participate in the evaluation of their children's teachers/principals.				
3. To use family leave to meet with the school and their children's teachers.				
4. To observe their children in the classroom as a matter of custom.				
5. To ask for a change of placement for their child in order to ensure child/teacher compatibility and improve student learning/performance.				
6. To choose their children's classes/teachers.				
7. To participate in learning activities with their children.				
8. To participate in decisionmaking discussions with the BOE, the DOE, principals, and teachers.				
9. To meet with their children's teachers at least once per quarter.				
10. To request, at state expense, afterschool tutoring for their children.				
11. To request that their children be allowed to stay on campus after the end of the school day in a supervised environment.				

Q. What authorities should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement?

	How big an effect will this authority have on academic achievement? (Check only one)	How urgent is it for a student to have this authority? (Check only one)		
		Small to none	Medium	Large
Authority				
1. To participate in the evaluation/critique of teachers/staff, and require teachers/staff to respond to the student's concerns.				Should have it within the next 6 years
2. To participate in the creation of school-level student policies, and take part in school-level planning/decisionmaking.				Should have it within the next 3 years
3. To take responsibility and be held accountable for the student's education.				Should have it within the next (1) year
4. To ask for a change of teachers if the student's educational needs are not being met.				
5. To demand competent, effective teachers.				
6. To demand a safe and nurturing school environment.				
7. To demand classrooms that are equipped for learning.				
8. To demand that teachers coordinate their assignments so that all assignments are not due on the same day/week.				
9. To demand the coordination of co-curricular and academic activities (e.g., football and band) in order to allow a student to participate in both kinds of activities without being penalized.				
10. To demand hygienic restroom facilities and sufficient time to use the restroom.				
11. To demand a classroom environment that is physically comfortable (cool/quiet/odorless) and conducive to learning.				
12. To participate in the setting of educational goals, as aligned with the Hawaii Content and Performance Standards II.				

**EDUCATIONAL DECISIONMAKERS AND LEADERS:
ROLES AND RESPONSIBILITIES FOR ENSURING THAT ALL STUDENTS MEET OR EXCEED
A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT ON
REQUIRED STATE ASSESSMENTS AND OTHER ACADEMIC MEASURES**

This survey was completed by (name): _____
Daytime telephone number _____
or e-mail address, or both: _____

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Authorities and Resources of the Board of Education

(1) *Authorities*. What authorities should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to levy a state tax in order to pay for K-12 education, to exclusively negotiate collective bargaining agreements for all DOE employees, and to solely determine the internal structure, management, and operation of the DOE). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(2) *Resources*. What resources should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, an adequate supply of quality teacher candidates, professional staff support that is independent of the DOE, and an improved management & student information computer system). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

Authorities and Resources of the Superintendent of Education

(3) *Authorities.* What authorities should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (e.g., the authority to immediately remove an ineffective principal from a school, to set the compensation of the Superintendent's leadership team; and to bring personnel resources in line with educational priorities). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(4) *Resources.* What resources should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (e.g., qualified principals and vice-principals in every school, an improved management & student information computer system, and on-call legal assistance). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

Authorities and Resources of Principals

(5) *Authorities*. What authorities should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to immediately remove ineffective teachers from the classroom, to reward effective teachers, and to delegate/assume responsibilities for the management of school facilities). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(6) *Resources*. What resources should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, a qualified teacher in every classroom, on-call legal assistance, supportive partnerships with local businesses, and adequate staff to support the school's business office). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

Authorities and Resources of Teachers

(7) *Authorities*. What authorities should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (e.g., the authority to permanently remove a disruptive student from the classroom, to participate in the evaluation of a principal through the standard principal evaluation process, and to create an individualized professional development program). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(8) *Resources*. What resources should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (e.g., parents who actively supervise their children's education, an adequate number of assistants/aides/trainers in each classroom, and classroom assessments for assessing a student's progress). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

Authorities and Resources of Parents

(9) *Authorities.* What authorities should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to choose their children's teachers, to use family leave to meet with their children's teachers, and to observe classroom activities). Next, briefly explain how having a particular authority will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(10) *Resources.* What resources should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, qualified teachers in the classroom, regular feedback from their children's teachers, and publicly funded tutorial services). Next, briefly explain how having a particular resource will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

Authorities and Resources of Students

(11) *Authorities*. What authorities should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to participate in the evaluation of a teacher through the standard teacher evaluation process, to participate in the creation of student policies, and to participate in decisions concerning the use of school funds). Next, briefly explain how having a particular authority will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

Authority	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.

(12) *Resources*. What resources should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement? List the three *most important* resources (*e.g.*, a qualified teacher in the classroom, a safe school environment, a comfortable classroom, and adequate access to academic counseling). Next, briefly explain how having a particular resource will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

Resource	Explanation	Rank (1-3)
A.	A.	A.
B.	B.	B.
C.	C.	C.